

Changes Made in Response to Data

For both initial and advanced programs, the Whitlowe R. Green College of Education Performance Assessment System collects data from each checkpoint and uses it to inform both the student and the program. Data summaries are compiled from the program requirements, state tests and electronic portfolio. The resulting data provides feedback to the student for the purpose of facilitating the candidate's growth during the preparation process. By providing these assessment checkpoints for candidates, the program exemplifies the conceptual framework. Candidate, program, and external data are aggregated across semesters and academic years and disaggregated by program area.

In addition, program data is disaggregated by standards, allowing the unit to identify successful or problematic areas. Using the evaluation process, the department reviews the data and determines areas of strength, areas in need of improvement, and the impact on the program. Recommendations are then made to corresponding areas of the unit. This becomes the feedback loop in which aggregate and disaggregated data are reviewed for overall unit effectiveness. The feedback impacts decisions regarding assessment, curriculum, field and clinical experiences, faculty teaching, policy, and/or the development of new programs. This refinement process provides quality assurance for the program and focuses the direction of the unit toward improving the preparation effectiveness for both Initial and Advanced programs.

Assessment data is shared with unit faculty and staff, relevant institution faculty and staff, and with community stakeholders through regularly scheduled departmental meetings, retreats, and Teacher Education Committee, and Graduate Education Committee meetings. In addition, the unit meets annually in August for a two-day retreat. Data from both initial and advanced

programs undergo exhaustive review. Insights from faculty are shared and action plans for each of the student outcomes and program goals are designed to respond to areas of concern noted from the data.

These action plans are targets for immediate implementation for the next academic year and also become a part of the strategic planning process of the unit. The annual reports for the initial and advanced programs document planned changes in the programs resulting from the analyses, resources needed to implement the proposed changes, and means of assessing whether the changes have produced the desired outcome.

Since January, 2008 has undergone a number of critical changes:

- A new dean has been hired for the College of Education.
- An associate dean was hired for the College
- A new Director of Teacher Education, was hired
- The roles of the Office of Data Management, Accreditation and Assessment have been clarified.

- The Dean's Executive Council has assumed temporary responsibility for data analysis and decision until a viable, permanent committee can be established.